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**R277. Education, Administration.**

**R277-504. Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Special Education (Birth-Age 5) Certification.**

**R277-504-1. Definitions.**

A. "Board" means the Utah State Board of Education.

B. "Communication Disorders license area of concentration" means the areas of content required for providing services to individuals from birth through age 22. Communication Disorders area of concentration carries an audiology endorsement.

~~[C. "Basic Certificate" means the initial certificate issued by the Board which permits the holder to be employed in the public school system as an educator.]~~

~~[D. "Standard Certificate" means a certificate issued by the Board after a holder has demonstrated competence under the Basic Certificate.]~~

[F]C. "Early Childhood [~~Certificate~~]license area of concentration" means an Early Childhood Education [~~Certificate: the certificate~~]teaching license required for teaching kindergarten and permitting assignment in kindergarten through grade three. It is recommended for those teaching in formal programs below kindergarten level.

[M]D. "Early intervention credential" is the highest qualified personnel standard established by the Department of Health that persons must meet in able to provide services to infants and toddlers with disabilities age 0-3 in early intervention settings. Establishment of this standard was a collaborative initiative between the Department of Health and the State Office of Education. In order to provide services

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to infants and toddlers with disabilities age 0-3 in early intervention settings, a person must have an Early Intervention Credential or a Special Education (Birth-Age 5) ~~[Certificate]~~license.

[G]E. "Elementary ~~[Certificate]~~license area of concentration" means an Elementary [T]teaching [Certificate: the certificate]license required for teaching grades one through eight.

[E]F. "Endorsement" means a specialty field or area listed on the teaching ~~[certificate]~~license which indicates the specific qualification of the holder.

[N]G. "Highest requirements in the State applicable to a specific profession or discipline" means the highest entry-level academic degree needed for any State-approved or State-recognized certification, licensing, registration, or other comparable requirements that apply to that profession or discipline.

~~[H. "Middle Education Certificate" means Middle Education Teaching Certificate: the certificate required for teaching grades five through nine (valid, but no longer required after April 1, 1989).]~~

H. "Level 1 license" means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to candidates who have also met all ancillary requirements established by law or rule.

I. "Level 2 license" means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license as well as any additional requirements established by law or rule relating to professional preparation or experience.

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64           ~~[F]~~J.       "Secondary ~~[Certificate]~~license area of  
65 concentration" means a Secondary ~~[T]~~teaching ~~[Certificate:~~  
66 ~~the certificate]~~license required for teaching grades six  
67 through twelve. Secondary Certificates carry endorsements for  
68 the areas in which the holder is qualified.

69           ~~[F]~~K.       "Special Education (Birth-Age 5)  
70 ~~[Certificate]~~license area of concentration" means a  
71 ~~[certificate]~~teaching license required ~~[beginning June 30,~~  
72 ~~1990—]~~for teaching preschool students with  
73 ~~[handicaps]~~disabilities.

74           ~~[K]~~L.       "Special Education ~~[Certificate]~~license area of  
75 concentration (K-12)" means Special Education ~~[T]~~teaching  
76 ~~[Certificate: the certificate]~~license required for teaching  
77 students with ~~[handicaps]~~disabilities in kindergarten through  
78 grade twelve. Special Education ~~[Certificates]~~areas of  
79 concentration carry endorsements in at least one of the  
80 following areas:

81           (1) Mild/Moderate Endorsement which permits the holder  
82 to teach students with mild/moderate learning and behavior  
83 problems;

84           (2) Severe Endorsement which permits the holder to teach  
85 students with severe learning and behavior problems;

86           (3) Hearing Impaired Endorsement which permits the  
87 holder to teach students who are deaf or other hearing  
88 impaired;

89           (4) Visually Impaired Endorsement which permits the  
90 holder to teach students who are blind or other visually  
91 impaired.

92           ~~[L. ——"Communication Disorders Certificate" means~~  
93 ~~Communication Disorders Specialist Certificate: the~~  
94 ~~certificate required for teaching students with communication~~

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~~disorders in kindergarten through grade twelve. Communication Disorders Certificates carry endorsements in at least one of the following areas:~~

- ~~— (1) speech/language pathology;~~  
~~— (2) audiology.]~~

M. Speech-Language Pathologist license" means a speech-language pathologist area of concentration required for teaching students with communication disorders, birth through age 21. A speech-language pathologist license carries a Speech-Language Pathologist endorsement.

N. "Speech-language technician license area of concentration" means an area of concentration in which an individual has completed a Board-approved bachelor's degree in communication disorders at an accredited higher education institution and additional training as required by the USOE.

[B]O. "USOE" means Utah State Office of Education.

**R277-504-2. Authority and Purpose.**

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests the general control and supervision of the public schools in the State Board of Education and by Section 53A-1-402(1)(a) which directs the Board to make rules regarding the certification of educators, and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to:

(1) specify the requirements for Early Childhood, Elementary, Secondary, Special Education (K-12), Communication Disorders, Speech-Language Pathologist and Speech-Language Technician, and Special Education (Birth-Age 5) [Certification]licensing; and

(2) specify the standards which must be met for each of

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126 these areas by a teacher preparation institution in order to  
127 receive Board approval of its program for teachers.

128 **R277-504-3. [~~Basic Certificate~~Level 1 License].**

129 A. The [~~basic certificate~~Level 1 license] is issued for  
130 [~~four~~three] years.

131 B. During the [~~basic certification~~Level 1 provisional  
132 period, [~~the preparing institution and~~] the employing school  
133 district shall supervise the candidate closely and make  
134 special assistance available.

135 C. An applicant for the [~~Basic~~Level 1 Early Childhood,  
136 Elementary, Secondary, Special Education (K-12), Communication  
137 Disorders, Speech-Language Pathologist, Speech-Language  
138 Technician, and Special Education (Birth-Age 5)  
139 [~~Certificate~~license area of concentration shall have done all  
140 of the following:

141 (1) graduated with a bachelor's degree, or in the case  
142 of Communication Disorders and Speech-Language Pathologist  
143 applicants, a masters degree or equivalent, from a[~~n~~]  
144 nationally or regionally accredited institution consistent  
145 with R277-503;

146 (2) completed a Board-approved program for the  
147 preparation of early childhood, elementary, secondary, special  
148 education (K-12), communication disorders, speech-language  
149 pathologist and speech-language technician, and special  
150 education (birth-age 5) specialists;

151 (3) demonstrated competence in computer understanding  
152 and use; and

153 (4) been recommended by an institution whose program of  
154 preparation is Board-approved and accredited consistent with  
155 R277-503.

156 D. If a teacher who has been issued a [~~Basic~~

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~~Certificate]~~Level 1 license does not teach immediately or has an interruption in service after the first year and more than ~~[four]~~three years have elapsed, the candidate may request renewal of the ~~[Basic Certificate]~~Level 1 license by presenting [verification of pending employment and nine quarter hours (six semester hours) of credit taken during the preceding five-year period prior to the application for renewal.

E. If the successful experience from the first to the second year of teaching is greater than five years, the first year of experience ~~[will]~~may not apply.

~~[F. If an individual does not teach successfully for at least two years while holding the Basic Certificate, the certificate will expire and the teacher will no longer be eligible to teach in Utah. An individual's whose Basic Certificate expires, is eligible to apply for the program anew and proceed through the requirements as outlined.]~~

~~[G]~~F. Under no circumstances shall a teacher be permitted to teach for more than ~~[four]~~three years on the ~~[Basic Certificate]~~Level 1 license without qualifying for the ~~[Standard Certificate]~~Level 2 license.

H. The ~~[Basic Secondary Certificate]~~Level 1 Secondary License

(1) A ~~[Secondary Teaching Certificate]~~Level 1 secondary license with subject endorsement(s) is valid in grades six through twelve.

(2) The 6-12 ~~[certificate]~~license requires a major and minor or composite major, but the teacher cannot teach in a self-contained class.

(3) An applicant for the ~~[Basic Secondary Certificate]~~Level 1 Secondary license shall have completed an approved teaching major and minor or a composite major,

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189 consistent with subjects taught in Utah secondary schools.  
190 The ~~[certificate]~~license is endorsed for all subjects in which  
191 the applicant has at least a minor or has completed equivalent  
192 training.

193 (a) A teaching major requires not fewer than 30 semester  
194 hours (45 quarter hours) ~~[(30 semester hours)]~~ of credit in  
195 one subject. ~~[At least one-half of the hours must be upper~~  
196 ~~division work.]~~

197 (b) A teaching minor requires not fewer than 16 semester  
198 hours (24 quarter hours ~~[(16 semester hours)]~~) of credit in one  
199 subject.

200 (c) A composite major requires not fewer than 46  
201 semester hours (69 quarter hours ~~[(46 semester hours)]~~) of  
202 credit distributed in two or more subjects.

203 I. A Special Education (Birth-Age 5) ~~[Basic~~  
204 ~~Certificate]~~Level 1 License:

205 (1) Applicants for the Special Education (Birth-Age 5)  
206 ~~[Certificate]~~license shall have completed a Board-approved  
207 program, consistent with R277-503, for teaching infants,  
208 toddlers, and preschool-age children with disabilities.  
209 ~~[Applicants completing an approved Special Education (Birth-~~  
210 ~~Age 5) certification program on or before June 1, 1994 shall~~  
211 ~~also be recommended for the Early Intervention Credential by~~  
212 ~~the Utah Department of Health.]~~

213 (2) Hearing Impaired/Vision Impaired (HI/VI)  
214 Endorsements required under this rule shall be issued to meet  
215 "the highest requirements in the State applicable to a  
216 specific profession or discipline" required by the Individuals  
217 with Disabilities Education Act (IDEA), Pub. L. No. 105-17,  
218 hereby incorporated by reference.

219 (a) Special Education (Birth-Age 5) ~~[Certificate]~~license  
220 holders who teach children who are hearing impaired (birth-age

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5) or vision impaired (birth-age 5) or both, in self-contained, categorical classrooms shall hold an endorsement for Hearing Impaired (Birth-Age 5) or Vision Impaired (Birth-Age 5) or both.

(b) All professional personnel teaching children with HI/VI in self-contained, categorical settings shall meet the standards in ~~[Subsections]~~R277-504-3I(1) and (2) by June 30, 2003.

(c) Teachers who hold an equivalent ~~[certificate]~~license from a state other than Utah shall be required to meet the standards referred to in ~~[Subsection]~~R277-504-3I(2)(d) upon receipt of an initial Utah ~~[certificate]~~license.

(d) All professional personnel teaching preschool-aged children who are HI/VI in self-contained, categorical classrooms as of January 1998, shall be required to complete a Board-approved training program, consistent with R277-503, by June 30, 2003, making them eligible for the Birth-Age 5 HI/VI endorsements under this rule.

(e) This training shall be developed based on an analysis of presently-held ~~[certificates,]~~licenses and endorsements, teaching experiences, and training activities as compared to the requirements of the new standards.

J. Applicants for Special Education (K-12) ~~[Certificates]~~licenses shall have completed a Board-approved program for teaching students with mild/moderate, severe, hearing, or visual handicaps. The Special Education ~~[Certificate]~~license (K-12) is endorsed for any area in which the program has been completed. Educators who hold Special Education ~~[Certificates]~~licenses may also be issued endorsements~~[in English as a Second Language, Bilingual, and Driver Education, but are restricted to providing those services to special education students only]~~.



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253 K. Applicants for Communication Disorders  
254 ~~[Certificates]~~license areas of concentration (audiologist) [  
255 ~~—— (1) ]~~ shall have completed a Board-approved program for  
256 teaching pupils with communication disorders which includes  
257 the master's degree or ~~[55-quarter]~~30 semester hours earned  
258 after meeting requirements for a bachelor's degree~~;~~ or

259 ~~—— (2) shall have completed a Board approved bachelor's~~  
260 ~~degree program in communication disorders at an accredited~~  
261 ~~institution, including a practicum experience in a school~~  
262 ~~setting, and acquired the competencies necessary for~~  
263 ~~assignment as a communication disorders specialist at job~~  
264 ~~entry level with any limitations noted by the preparing~~  
265 ~~institution.~~

266 ~~—— (a) A certificate issued under Subsection 3(K)(2) is~~  
267 ~~valid for up to five years if the applicant has been admitted~~  
268 ~~to an accredited graduate program at the time the certificate~~  
269 ~~is issued and files with the State Office of Education~~  
270 ~~evidence of completion of at least nine quarter hours (six~~  
271 ~~semester hours) of credit which is applicable to the~~  
272 ~~acquisition of a master's degree or the equivalent in~~  
273 ~~communication disorders each year that the certificate is to~~  
274 ~~remain in effect.~~

275 ~~—— (b) A candidate must have been recommended by an~~  
276 ~~institution whose program of preparation is Board approved].~~

277 L. Speech-Language Pathologist (SLP) License Area of  
278 Concentration

279 (1) Qualifications: To qualify for the SLP area of  
280 concentration, an individual shall have completed a Board-  
281 approved program for teaching students with speech/language  
282 impairments. Such programs include:

283 (a) a master's degree and Certificate of Clinical  
284 Competence (CCC); or

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\_\_\_\_\_ (b) a master's degree; or

\_\_\_\_\_ (c) an international equivalent of a master's degree,  
earned in a communication disorders program, or equivalent  
after receiving a bachelor's degree at an accredited higher  
education institution.

\_\_\_\_\_ (2) An individual who has completed a Board-approved  
bachelor's degree program in communication disorders at an  
accredited higher education institution, and acquired the  
competencies necessary for assignment as a graduate student  
intern, as determined by the higher education institution, may  
receive a one-year letter of authorization from the USOE.

\_\_\_\_\_ (a) This letter of authorization shall be issued under  
R277-504-3I(2) (d), and may be renewed annually for up to three  
years if:

\_\_\_\_\_ (i) the applicant has been admitted to an accredited  
graduate program at the time the license is issued; and

\_\_\_\_\_ (ii) the applicant files with the USOE evidence of  
completion of at least nine quarter hours (six semester hours)  
of credit applicable to the acquisition of a master's degree  
or the equivalent in communication disorders each year that  
the license is to remain in effect.

\_\_\_\_\_ (b) A graduate student intern shall have been recommended  
by a higher education institution whose program of preparation  
is Board-approved. The graduate student intern shall be  
appropriately supervised by a speech-language pathologist.

\_\_\_\_\_ (3) An individual with a letter of authorization may  
perform fully licensed speech-language functions, as directed,  
solely within the confines of the public school.

\_\_\_\_\_ (4) This area of concentration does not qualify the  
individual to provide services outside of the educational  
setting.

\_\_\_\_\_ M. Speech-Language Technician (SLT) License Area of

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317 Concentration

318 (1) To qualify for the SLT area of concentration, an  
319 individual shall have completed a Board-approved bachelor's  
320 degree in communication disorders at an accredited higher  
321 education institution and additional training as required by  
322 the USOE. Additional professional development shall be  
323 completed prior to or within the first year of receiving this  
324 area of concentration, in order to meet defined competencies.

325 (2) A speech-language technician shall work under the  
326 supervision of a speech-language pathologist who accepts full  
327 responsibility for the work of the speech-language technician.

328 (3) The supervising SLP maintains full responsibility for  
329 the caseload of the SLP and any SLTs supervised by the SLP.

330 (4) An individual may perform speech-language technician  
331 functions and duties solely within the confines of the public  
332 school.

333 (5) This area of concentration does not qualify the  
334 individual to provide services outside of the educational  
335 setting.

336 (6) The speech-language technician's function and duties  
337 shall conform to Utah's SLP/SLT Handbook, developed by the  
338 USOE, 2007.

339 (7) The performance of SLP and SLT duties shall be  
340 strictly consistent with Utah's SLP/SLT Handbook.

341 **R277-504-4. [~~Standard Certificate~~Level 2 License.**

342 A [~~Standard Certificate~~Level 2 license for Early  
343 Childhood, Elementary, Secondary, Special Education (K-12),  
344 Communication Disorders, Speech-Language Pathologist and  
345 Speech-Language Technician, and Special Education (Birth-Age  
346 5) is issued after:

347 (1) a candidate completes [~~two~~three] years of successful

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professional teaching; ~~and~~

(2) a candidate completes all other Entry Years Enhancements (EYE) requirements consistent with R277-522; and  
\_\_\_\_ ([2]3) the employing school district recommends the candidate to receive the ~~[Standard Certificate]~~ Level 2 license, based on information from peers and supervisors.

**R277-504-5. Special Validations.**

A. A ~~[Basic or Standard]~~ Level 1 or Level 2 Early Childhood ~~[Certificate]~~ license may be issued to an applicant who holds or is eligible to hold a ~~[Basic or Standard Elementary Certificate]~~ Level 1 or Level 2 Elementary license and who has completed two years teaching a full kindergarten or pre-kindergarten program. The two ~~[certificates]~~ licenses are issued to run concurrently.

B. An individual holding a ~~[Standard Elementary Certificate]~~ Level 2 Elementary license and for whom the employing district has requested a letter of authorization assigning the individual to a kindergarten position may qualify for an Early Childhood ~~[Certificate]~~ license by completing an approved program of early childhood education at an accredited institution of higher education. The program must consist of not more than 10 semester or 15 quarter hours of credit and may be based on demonstrated competence. The program may also include district in-service. Practicum experiences should be in the regularly assigned kindergarten classroom of the applicant for the ~~[certificate]~~ license.

C. An Elementary ~~[Certificate]~~ license is valid in grades one through eight.

(1) The 1-8 ~~[certificate]~~ license permits the teacher to teach in any academic area in self-contained classes in grades 1-~~[6]~~ 8.

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379           (2) A teacher must be endorsed in a subject by the USOE  
380 to teach assigned subjects at the 7-8 grade level.

381           (3) The Middle Level [~~Certificates~~]license (5-9)  
382 currently in force will continue to be valid; however, a  
383 middle level [~~certificate~~]license (5-9) will no longer be  
384 required of teachers assigned to the middle school, effective  
385 April 1, 1989.

386 **R277-504-6. General Standards for Approval of Programs for**  
387 **the Preparation of Early Childhood, Elementary, Secondary,**  
388 **Special Education (K-12), Communication Disorders, Speech-**  
389 **Language Pathologist and Speech-Language Technician, and**  
390 **Special Education (Birth-Age 5) Teachers.**

391           A. The teacher preparation program of an institution may  
392 be approved by the Board if it:

393           (1) meets the standards prescribed in the [~~Standards for~~  
394 ~~State Approval of Teacher Education, which are hereby~~  
395 ~~incorporated by reference and available from the USOE~~  
396 ~~Certification Section and education departments at Utah~~  
397 ~~institutions of higher education]~~NCATE Professional Speciality  
398 Association or 90 percent of the completers pass the Board-  
399 approved content assessments; and

400           (2) requires the study of:

401           (a) state laws and policies which specify content,  
402 values, and other expectations of teachers and other  
403 professionals in the school system;

404           (b) techniques for evaluating student progress,  
405 including the use and interpretation of both standardized and  
406 teacher-made tests; and

407           (c) knowledge and skills designed to meet the needs of  
408 students with handicapping conditions in the regular

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classroom. These shall include the following domains:

- (i) knowledge of handicapping conditions;
- (ii) knowledge of the role of regular education teachers in the education of students with handicapping conditions;
- (iii) skills in assessing the educational needs and progress of students with handicapping conditions in the regular education classroom;
- (iv) skills in the implementation of an educational program for the student handicapped in the regular classroom; and
- (v) skills in monitoring student progress.

B. The standard requiring the application of methods and techniques in a clinical setting is met by student teaching carried out under the direction of the institution. The following may be accepted as totally or partially fulfilling this requirement:

(1) two years of full-time contract teaching experience in a regular classroom situation in kindergarten through grade twelve in a public or accredited private or parochial school may totally fulfill the requirement;

(2) teaching in an alternative school or similar school may be accepted for up to one-half of the student teaching requirement;

(3) teaching in a community college, trade-technical college, or other post-secondary teaching experiences may be accepted for up to one-half of the student teaching requirement;

(4) teaching in a preschool or headstart program may be accepted for up to one-half of the student teaching requirement;

(5) teaching experience in business or industry may be accepted for up to one-half of the student teaching

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441 requirement; and

442 (6) other experience accepted by the Board and  
443 designated as totally or partially fulfilling the requirement.

444 **R277-504-7. Standards for Approval of Programs for Early**  
445 **Childhood and Elementary Teachers.**

446 The standards must be applied to the specific age group  
447 or grade level for which the program of preparation is  
448 designed. The teacher preparation program of an institution  
449 may be approved by the Board if it:

450 A. ~~[M]meets the standards prescribed in the [Standards~~  
451 ~~for State Approval of Teacher Education for early childhood~~  
452 ~~and elementary education]~~NCATE Professional Speciality  
453 Association or if 90 percent of the completers pass the Board-  
454 approved content tests; and

455 B. Requires study and experiences needed in disciplines  
456 which provide content knowledge needed to teach:

- 457 (1) language development and listening, speaking,  
458 writing, and reading, with emphasis on language development;  
459 (2) mathematics;  
460 (3) biological and physical science and health;  
461 (4) social studies; and  
462 (5) fine arts.

463 **R277-504-8. Standards for Approval of Program for Preparing**  
464 **Teachers in Major and Minor Fields.**

465 The teacher preparation program of an institution may be  
466 approved by the Board if it meets the general and specific  
467 standards prescribed in the ~~[Standards for State Approval of~~  
468 ~~Teacher Education]~~NCATE Professional Speciality Association or  
469 if 90 percent of the completers pass the Board-approved

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470 content tests for teaching majors.

471 **R277-504-9. Standards for Approval of Programs for Special**  
472 **Education (K-12) and Special Education (Birth-Age 5) Teachers.**

473 The teacher preparation program of an institution may be  
474 approved by the Board if it meets the following standards:

475 A. Mild/Moderate Endorsement

476 (1) Assessment: eligibility determination; strength and  
477 weakness determination. The program shall require  
478 demonstrated competence in selection, design, administration,  
479 and interpretation of a representative sample of age-  
480 appropriate, norm referenced, criterion referenced, and  
481 ecological assessments to determine the discrepancies between  
482 academic, behavioral, and life skills demands or requirements  
483 and actual student performance.

484 (2) Planning: establishing goals and objectives for  
485 students based upon individual assessment, coordination of  
486 services, identification of resources, and implementation of  
487 activities. The program shall require demonstrated competence  
488 in:

489 (a) projecting long-term outcomes and establishing  
490 appropriate annual goals and short term objectives utilizing  
491 assessment data;

492 (b) designing, planning, and coordinating age-  
493 appropriate academic and social integration and transition  
494 programs within regular school and community environments;

495 (c) designing a plan for accessing and coordinating  
496 resources available in the student's natural environment to  
497 implement long-term outcomes, annual goals, and short-term  
498 objectives and identify a representative sample of such  
499 resources, both human and technological;



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500           (d) designing appropriate, systematic, data-based, daily  
501 individual student activities based on student performance and  
502 relevant long-term outcomes, annual goals, and short-term  
503 objectives which provide for new skill development, practice,  
504 and application across environments;

505           (e) coordinating all services--required related services  
506 and a representative sample of support services including peer  
507 tutors, parents, and volunteers--necessary to implement daily  
508 individual student activities which provide for new skill  
509 development, practice, and applications across environments;

510           (f) developing an Individual Education Plan which is an  
511 integrated management tool and which meets federal and state  
512 requirements.

513           (3) Implementation: actualization of planning and  
514 utilization of effective pedagogy across levels including  
515 developmental, remedial, functional and compensatory. The  
516 program shall require demonstrated competence in:

517           (a) implementing a variety of methods and techniques  
518 which encompass the following areas:

519           (i) developmental--natural sequence of acquired skills;

520           (ii) remedial--reteaching specific areas of weakness;

521           (iii) functional--skills necessary to ensure  
522 independence;

523           (iv) compensatory--alternative strategies for reaching  
524 goals.

525           (b) knowledge of scope and sequence across academic,  
526 behavior, and life skills;

527           (c) conducting concept and task analysis to identify  
528 performance demands for skill use and application;

529           (d) teaching discrete skills, including selecting and  
530 sequencing instructional examples to facilitate acquisition,  
531 strategies of trial distribution, systematic strategies of

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response prompting and fading, and systematic strategies for rewarding correct student responses and correcting student errors in individual, small groups, and large group instruction;

(e) teaching for generalization;

(f) designing, implementing, and evaluating applied behavior analysis including related ethical issues;

(g) implementing effective techniques of consultation, collaboration, and teaming;

(h) utilizing the transdisciplinary approach to instruction.

(4) evaluation: monitoring student progress; formative and summary program evaluation. The program shall require demonstrated competence in:

(a) designing and implementing data collection systems that measure the accuracy, rate, duration, fluency, and independence of student performance;

(b) designing and implementing data collection systems that measure performance across novel stimuli -- generalization -- and time -- maintenance --and in natural -- non-instructional -- settings;

(c) selecting data collection systems which match the target behavior and intended outcome of instruction;

(d) adjusting instructional procedures based on student performance data;

(e) measuring consumer--e.g., parent, cooperating agency--and team--e.g., therapist, regular educator, paraprofessional--satisfaction with student educational program and adjusting classroom procedures, methods of communication with significant others, or educational programming based on consumer or team feedback, or all.

B. Severe Endorsement

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564           (1) Assessment: eligibility determination; strength and  
565 weakness determination. The program shall require  
566 demonstrated competence in selection, design, administration,  
567 and interpretation of a representative sample of age-  
568 appropriate, norm-referenced, criterion referenced, and  
569 ecological assessments to determine the discrepancies between  
570 functional academic, functional behavior, and functional life  
571 skill demands and requirements and actual student performance.

572           (2) Planning: establishing goals and objectives for  
573 students based upon individual assessment, coordination of  
574 services, identification of resources, and implementation of  
575 activities. The program shall require demonstrated competence  
576 in:

577           (a) designing, planning, and coordinating age-  
578 appropriate social integration and transition programs within  
579 regular school and community environments;

580           (b) the requirements specified in Subsections  
581 9(A)(2)(a), (c), (d), (e), and (f).

582           (3) Implementation: actualization of planning and  
583 utilization of effective pedagogy across levels including  
584 development, remedial, functional, and compensatory. The  
585 program shall require demonstrated competence in:

586           (a) knowledge of scope and sequence across functional  
587 life skill, academic, behavior, and life skills;

588           (b) conducting general case analysis of performance  
589 demands;

590           (c) the requirements specified in Subsections  
591 9(A)(3)(c), (d), (f), (g), and (h).

592           (4) Evaluation: monitoring student progress; formative  
593 and summary program evaluation. The program shall require  
594 demonstrated competence in the requirements specified in  
595 Subsection 9(A)(4).

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**8/3/07**

C. Hearing Impaired Endorsement: The teacher preparation program of an institution may be approved by the Board if it meets the standards prescribed in the ~~[Standards for State Approval of Teacher Education]~~Council for Exceptional Children or if 90 percent of the completers pass the Board-approved content tests for hearing impaired specialists.

D. Visually Impaired Endorsement: The teacher preparation program of an institution may be approved by the Board if it meets the standards prescribed in the Standards for State Approval of Teacher Education for visually impaired specialists.

**R277-504-10. Standards for Approval of Programs for Communication Disorders ~~[Certificates]~~ and Speech-Language Pathologist Licenses.**

A. Speech Pathology Endorsement: The preparation program for Speech-Language Pathologists of an institution may be approved by the Board if it meets the standards prescribed in the ~~[Standards for State Approval of Teacher Education]~~Council for Exceptional Children or if 90 percent of the completers pass the Board-approved content tests for speech-language pathologists.

B. Audiology Endorsement: The preparation program for audiologists of an institution may be approved by the Board if it meets the standards prescribed in the ~~[Standards for State Approval of Teacher Education]~~Council for Exceptional Children or if 90 percent of the completers pass the Board-approved content tests for audiologists.

**KEY: teacher certification, professional education,**

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**8/3/07**

625   **accreditation**

626   **Date of Enactment or Last Substantive Amendment: [~~April 7,~~**  
627   **~~1998]~~2007**

628   **Notice of Continuation:   September 7, 2004**

629   **Authorizing, and Implemented or Interpreted Law:   Art X Sec 3;**  
630   **53A-1-402(1)(a) ; 53A-1-401(3)**